

# Title II / Higher Education Act Report 2009-2010

Angelo State University  
Traditional Program  
2009-10

## Program Information

Name of Institution: Angelo State University  
Institution/Program Type: Traditional  
Academic Year: 2009-10  
State: Texas

Address: ASU Station #10914  
San Angelo, TX, 76909

Contact Name: Dr. John Miazga  
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Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: Yes

TQE partnership name or grant number, if applicable: Through the Texas Higher Education Coordinating Board- #464 and #483

## Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	No	No
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Experience in a classroom or working with children	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes

Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	No
Minimum ACT score	Yes	Yes
Minimum SAT score	Yes	Yes
Minimum GRE score	Yes	Yes
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Minimum Miller Analogies test score	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	No	No
Interview	No	No
Resume	No	No
Beachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test (e.g.,Myers-Briggs Assessment)	No	No
Other (specify: Proficiency demonstrated coursework)	Yes	No

Provide a link to your website where additional information about admissions requirements can be found:  
<http://www.angelo.edu/dept/ceducation/certprocedures.html#adm>

Indicate when students are formally admitted into your initial teacher certification program:  
 Other May apply after 60 semester credit hours.

Does your initial teacher certification program conditionally admit students? No

Please provide any additional about or exceptions to the admissions information provided above:

Candidates are required to demonstrate proficiency in mathematics, reading, writing, and speaking.

## Section I.b Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2009-10:	450
Unduplicated number of males enrolled in 2009-10:	299
Unduplicated number of females enrolled in 2008-09:	151

<b>2009-10</b>	<b>Number enrolled</b>
<i>Ethnicity</i>	
Hispanic/Latino of any race:	85
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	3
Black or African American:	9
Native Hawaiian or Other Pacific Islander:	0
White:	353
Two or more races:	0

## **Section I.c Supervised Experience**

Provide the following information about supervised clinical experience in 2008-09.

Average number of clock hours required prior to student teaching	90
Average number of clock hours required for student teaching	550
Number of full-time equivalent faculty in supervised clinical experience during this academic year	0
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	7
Number of students in supervised clinical experience during this academic year	123

Please provide any additional information about or descriptions of the supervised clinical experiences:

## Section I.d Teacher Prepared

Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10.  
(§205(b)(1)(H))

Academic Major	Number Prepared
Biology	6
Communications	2
English	5
History	6
Interdisciplinary Studies	83
Kinesiology	11
Mass Media	1
Mathematics	6
Music	4
Spanish	1
Theater	2
Total	127

Subject Area	Number Prepared
English Language Arts & Reading 4-8	1
English Language Arts & Reading 8-12	5
Generalist 4-8	3
Generalist EC-4	45
Generalist EC-6	29
History 8-12	5
Journalism 8-12	1
Life Science 8-12	6
Math 4-8	2
Math 8-12	6
Math/Science 4-8	3
Music EC-12	4

Physical Education EC-12	11
Science 4-8	1
Social Studies 8-12	1
Spanish 6-12	1
Special Education EC-12	16
Speech 6-12	2
Theater EC-12	2
Total	144

## Section I.e Program Completers

Provide the total number of initial teacher certification preparation program completers in each of the following academic years:

2009-10: 127

2008-09: 152

2007-08: 167

2006-07: 170

## Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p>Academic year: 2010-11</p> <p>Goal: 10% Increase</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Dual credit summer program for high achieving mathematics</p>

	<p>students</p> <p>Open House by Mathematics Department featuring teacher certification</p> <p>Mathematics club feature teaching as a profession</p> <p>Future teachers club feature mathematics teaching as a profession in an open forum</p> <p>Promote teaching during university orientation course.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Science	<p>Academic year: 2010-11</p> <p>Goal: 10% Increase</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Future Teachers' Club featuring science educators' presentation</p> <p>Physics club featuring science educator</p> <p>Promote science teaching at public school science fairs</p> <p>Promote science teaching at science days.</p> <p>Promote teaching during university orientation course.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Special education	<p>Academic year: 2010-11</p> <p>Goal: 10% Increase</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Promote teaching during university orientation course.</p> <p>Use special education ambassadors at recruitment fairs</p> <p>Use special education ambassadors at orientation to recruit</p> <p>Promote open meetings of the Council for Exceptional Children</p>

	<p>meetings</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
<p>Instruction of limited English proficient students</p>	<p>Academic year: 2011-12</p> <p>Goal: 50% program infusion</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Analyze curriculum for LEP standard's infusion.</p> <p>Identify critical courses for LEP curriculum infusion.</p> <p>Enhance practice through strategic fieldwork.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
<p>N/A</p>	<p>Academic year: 2010-11</p> <p>Goal: N/A</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

Provide any additional comments, exceptions and explanations below:

## Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.  
Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.  
Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.  
Yes

General education teachers receive training in providing instruction to children with disabilities.

Yes

General education teachers receive training in providing instruction to limited English proficient students.

Yes

General education teachers receive training in providing instruction to children from low-income families.

Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

Educator Preparation at ASU is a wholly standards-based program. First and foremost, all programs are developed from state standards and approved by the Texas Education Agency (TEA). The degrees are approved by the Texas Higher Education Coordinating Board (THECB). Additionally, many of ASU's Educator Preparation program areas also ascribe to and meet standards from national professional associations. All preparation programs infuse the expectations from Texas public school standards as well as the Texas Essential Knowledge and Skills framework (TEKS) and the Texas Assessment of Knowledge and Skills (TAKS) measures of achievement and accountability. All program experiences, coursework, assignments, and field experiences, are aligned with standards and expectations, proficiencies, and outcomes delineated for all teacher certification areas. In this regard, the entire preparation program is held accountable.

The development of teacher candidates in the Educator Preparation Program (EPP) is progressive and cumulative. Candidates are assessed at numerous key points in their academic and pedagogical programs. The final application and reflection experience, supervised student teaching is evaluated over a fourteen-week experience in diverse school settings with diverse learners. To evaluate clinical teaching, ASU has adopted the Texas Beginning Educator Support System (TxBESS), a framework for preparation of educators, evaluation of teachers' knowledge and skills, and support for emerging professionals. The components of the TxBESS framework focus first on the learner and the school community. Educator candidates gather descriptive and demographic information about their learners and schools. Then they apply this information when incorporating standards and expectations for instruction and assessment of learners. Planning, analysis, and reflection are evident in every aspect of the candidate teacher's emerging competence. Observation and evaluation by a highly qualified classroom teacher and supervision by university personnel occurs formally in four benchmark conference sessions where strengths and areas for improvement are discussed with the candidate and where the candidate demonstrates his or her effect on student learning.

ASU's Educator Preparation Program is a learner-centered model rather than a traditional teacher development model. Candidates analyze the effects and impact of their instructional plans and decisions and make new plans reflective of student achievement and needs.

Candidates in the EPP have specific course content and experiences in the areas of Special Education. At the elementary preparation level, all candidates are required to complete a semester course in exceptionalities. Then, experiences with special needs students are infused into other program courses and field settings. At the secondary preparation level candidates also complete content and experiences focused on exceptional learners. Some candidates choose to add All-level Special Education certification to their preparation programs. These candidates have multiple experiences and specialization in teaching learners with special needs.

In response to the diversity of its population, the state of Texas has developed standards and proficiencies related to teaching Limited English Proficiency (LEP) learners. All candidates in approved elementary and



middle level certification programs must complete coursework and experiences addressing the needs of linguistically diverse learners. The EPP at ASU has developed a specific required course, entitled Linguistically Diverse Learners, and has appropriately included culturally and linguistically responsive teaching strategies in all of the pedagogy courses. The combination of specific content and infused practice supports a candidate's competence in this vital area.

Linguistic diversity is only one area of focus in the EPP's embracing of diversity experiences for its candidates. Early in every preparation program diversity sensitivities, cultural responsiveness, and differentiated instruction are introduced, then practiced, and applied. These are coupled with dispositions and beliefs sensitive to the backgrounds, heritage, and needs of diverse learners. There is not, however, a compartmentalized "diversity training session." Rather, the attitudes and practices of embracing diverse learners and their needs are infused in programs. The result is that educator graduates from Angelo State University are prepared to teach and live in West Texas and beyond with the belief that all children can learn.

In a commitment to excellence and a response to high-quality ideals, Angelo State has made application and completed an exhaustive self-study to become accredited by the National Council for the Accreditation of Teacher Education. Meeting national standards of excellence in the preparation of educators becomes yet another measure of the dedication of the faculty, staff, and students of this institution. Becoming nationally accredited absolutely supports the mission of the university and the educator preparation program.

### Section III. Assessment Rates

<b>Assessment code - Assessment name Test Company Group</b>	<b>Number taking test</b>	<b>Avg. scaled score</b>	<b>Number passing test</b>	<b>Pass rate (%)</b>	<b>State Average pass rate (%)</b>	<b>State Average scaled score</b>
TEX178 -Art EC-12 Educational Testing Service (ETS) All program completers, 2008-09	3				100	270
TEX178 -Art EC-12 Educational Testing Service (ETS) All program completers, 2007-08	2				100	268
TEX140 -Chemistry 8-12 Educational Testing Service (ETS) All program completers, 2009-10	1				93	258
TEX140 -Chemistry 8-12 Educational Testing Service (ETS) All program completers, 2008-09	1				100	261
TEX140 -Chemistry 8-12 Educational Testing Service (ETS) All program completers, 2007-08	1				100	268
TEX117-English Language Arts and Reading 4-8 Educational Testing Service (ETS) All program completers, 2009-10	1				98	262
TEX117-English Language Arts and Reading 4-8 Educational Testing Service (ETS) All program completers, 2007-08	2				100	267

TEX131-English Language Arts and Reading 8-12 Educational Testing Service (ETS) All program completers, 2009-10	8				98	264
TEX131 -English Language Arts and Reading 8-12 Educational Testing Service (ETS) All program completers, 2008-09	6				98	264
TEX131 -English Language Arts and Reading 8-12 Educational Testing Service (ETS) All program completers, 2007-08	8				99	263
TEX111 -Generalist 4-8 Educational Testing Service (ETS) All program completers, 2009-10	10	269	10	100	99	264
TEX111 -Generalist 4-8 Educational Testing Service (ETS) All program completers, 2008-09	3				99	262
TEX111 -Generalist 4-8 Educational Testing Service (ETS) All program completers, 2007-08	4				99	262
TEX101 -Generalist EC-4 Educational Testing Service (ETS) All program completers, 2009-10	40	260	39	98	98	264
TEX101 -Generalist EC-4 Educational Testing Service (ETS) All program completers, 2008-09	50	263	50	100	98	263
TEX101 -Generalist EC-4 Educational Testing Service (ETS) All program completers, 2007-08	71	264	71	100	98	263
TEX191 -Generalist EC-6 Educational Testing Service (ETS) Other enrolled students	2				82	251
TEX191 -Generalist EC-6 Educational Testing Service (ETS) All program completers, 2009-10	26	252	24	92	89	251
TEX133 -History 8-12 Educational Testing Service (ETS) All program completers, 2009-10	5				93	255
TEX133 -History 8-12 Educational Testing Service (ETS) All program completers, 2008-09	2				93	254
TEX133 -History 8-12 Educational Testing Service (ETS) All program completers, 2007-08	5				94	255
TEX138 -Life Science 8-12	6				96	258

Educational Testing Service (ETS) All program completers, 2009-10						
TEX138 -Life Science 8-12 Educational Testing Service (ETS) All program completers, 2008-09	3				95	256
TEX138 -Life Science 8-12 Educational Testing Service (ETS) All program completers, 2007-08	3				96	257
TEX114 -Math/Science 4-8 Educational Testing Service (ETS) All program completers, 2009-10	3				95	258
TEX114 -Math/Science 4-8 Educational Testing Service (ETS) All program completers, 2008-09	1				96	258
TEX114 -Math/Science 4-8 Educational Testing Service (ETS) All program completers, 2007-08	2				98	257
TEX115 -Mathematics 4-8 Educational Testing Service (ETS) All program completers, 2009-10	2				98	263
TEX115 -Mathematics 4-8 Educational Testing Service (ETS) All program completers, 2008-09	6				100	263
TEX115 -Mathematics 4-8 Educational Testing Service (ETS) All program completers, 2007-08	3				96	260
TEX135 -Mathematics 8-12 Educational Testing Service (ETS) All program completers, 2009-10	4				94	259
TEX135 -Mathematics 8-12 Educational Testing Service (ETS) All program completers, 2008-09	5				93	258
TEX135 -Mathematics 8-12 Educational Testing Service (ETS) All program completers, 2007-08	8				92	258
TX177 -Music EC-12 Educational Testing Service (ETS) All program completers, 2009-10	4				97	256
TEX110 -Pedagogy and Prof Resp 4-8 Educational Testing Service (ETS) All program completers, 2009-10	19	273	19	100	98	268
TEX110 -Pedagogy and Prof Resp 4-8 Educational Testing Service (ETS) All program completers, 2008-09	4				98	268
TEX110 -Pedagogy and Prof Resp 4-8	12	269	12	100	99	268

Educational Testing Service (ETS) All program completers, 2007-08						
TEX130 -Pedagogy and Prof Resp 8-12 Educational Testing Service (ETS) Other enrolled students	2				91	262
TEX130 -Pedagogy and Prof Resp 8-12 Educational Testing Service (ETS) All program completers, 2009-10	30	262	29	97	97	264
TEX130 -Pedagogy and Prof Resp 8-12 Educational Testing Service (ETS) All program completers, 2008-09	11	265	10	91	97	264
TEX130 -Pedagogy and Prof Resp 8-12 Educational Testing Service (ETS) All program completers, 2007-08	29	266	28	97	97	264
TEX160 -Pedagogy and Prof Resp EC-12 Educational Testing Service (ETS) Other enrolled students	2				89	261
TEX160 -Pedagogy and Prof Resp EC-12 Educational Testing Service (ETS) All program completers, 2009-10	15	260	15	100	96	263
TEX160 -Pedagogy and Prof Resp EC-12 Educational Testing Service (ETS) All program completers, 2008-09	18	252	15	83	94	261
TEX160 -Pedagogy and Prof Resp EC-12 Educational Testing Service (ETS) All program completers, 2007-08	28	254	26	93	95	262
TEX100 -Pedagogy and Prof Resp EC-4 Educational Testing Service (ETS) All program completers, 2009-10	40	261	40	100	97	263
TEX100 -Pedagogy and Prof Resp EC-4 Educational Testing Service (ETS) All program completers, 2008-09	29	257	26	90	95	261
TEX100 -Pedagogy and Prof Resp EC-4 Educational Testing Service (ETS) All program completers, 2007-08	59	262	59	100	96	262
TEX194 -Pedagogy and Prof Resp EC-6 Educational Testing Service (ETS) Other enrolled students	1				94	260
TEX194 -Pedagogy and Prof Resp EC-4 Educational Testing Service (ETS) All program completers, 2009-10	26	258	26	100	96	260
TEX158 -Physical Education EC-12 Educational Testing Service (ETS) Other enrolled students	1				95	261
TEX158 -Physical Education EC-12	9				98	264

Educational Testing Service (ETS) All program completers, 2009-10						
TEX158 -Physical Education EC-12 Educational Testing Service (ETS) All program completers, 2008-09	14	263	13	93	98	263
TEX158 -Physical Education EC-12 Educational Testing Service (ETS) All program completers, 2007-08	26	265	26	100	97	263
TEX151 –Reading Specialist Educational Testing Service (ETS) All program completers, 2009-10	2				99	271
TEX116 -Science 4-8 Educational Testing Service (ETS) All program completers, 2009-10	2				90	257
TEX116 -Science 4-8 Educational Testing Service (ETS) All program completers, 2008-09	1				92	254
TEX116 -Science 4-8 Educational Testing Service (ETS) All program completers, 2007-08	3				92	253
TEX118 -Social Studies 4-8 Educational Testing Service (ETS) All program completers, 2008-09	1				90	259
TEX132 -Social Studies 8-12 Educational Testing Service (ETS) All program completers, 2009-10	3				89	253
TEX132 -Social Studies 8-12 Educational Testing Service (ETS) All program completers, 2008-09	2				95	255
TEX132 -Social Studies 8-12 Educational Testing Service (ETS) All program completers, 2007-08	2				96	256
TEX047 -Spanish 6-12 Educational Testing Service (ETS) Other enrolled students	1				91	85
TEX047 -Spanish 6-12 Educational Testing Service (ETS) All program completers, 2008-09	4				97	85
TEX047 -Spanish 6-12 Educational Testing Service (ETS) All program completers, 2007-08	3				98	85
TEX161 -Special Education EC-12 Educational Testing Service (ETS) All program completers, 2009-10	4				97	260
TEX161 -Special Education EC-12	7				97	260

Educational Testing Service (ETS) All program completers, 2008-09						
TEX161 -Special Education EC-12 Educational Testing Service (ETS) All program completers, 2007-08	8				96	260
TEX155 -Speech 8-12 Educational Testing Service (ETS) All program completers, 2009-10	4				100	268
TEX155 -Speech 8-12 Educational Testing Service (ETS) All program completers, 2008-09	5				98	265
TEX155 -Speech 8-12 Educational Testing Service (ETS) All program completers, 2007-08	4				100	268
TEX180 -Theatre EC-12 Educational Testing Service (ETS) All program completers, 2009-10	2				96	262
TEX180 -Theatre EC-12 Educational Testing Service (ETS) All program completers, 2008-09	2				100	265
TEX180 -Theatre EC-12 Educational Testing Service (ETS) All program completers, 2007-08	1				100	266
TEX081 -Spanish Oral Proficiency (TOPT) Educational Testing Service (ETS) Other enrolled students	2				97	7
TEX081 -Spanish Oral Proficiency (TOPT) Educational Testing Service (ETS) All program completers, 2008-09	4				100	7
TEX081 -Spanish Oral Proficiency (TOPT) Educational Testing Service (ETS) All program completers, 2007-08	3				99	7

### Section III. Summary Rates

Academic Year	Number taking tests	Number passing tests	Pass Rate (%)	Statewide average pass rate (%)
All program completers, 2009-10	133	128	96	93
All program completers, 2008-09	153	110	72	63
All program completers, 2007-	169	150	89	73

## Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State, NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

## Section V. Technology

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction  
Yes
- use technology effectively to collect data to improve teaching and learning  
Yes
- use technology effectively to manage data to improve teaching and learning  
Yes
- use technology effectively to analyze data to improve teaching and learning  
Yes

Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Angelo State University has an institutional skills requirement in the area of technology literacy. The Educator Preparation Program identifies specific competencies and applications suitable for teacher education. Additionally, almost every academic experience utilizes the components of Blackboard as the portal for instruction and technology. In Educator Preparation, this is an expectation in all arenas.

During the first courses in professional education, candidates are introduced to TaskStream, an online platform and repository for cumulative professional experiences in education. Early on, candidates use components of TaskStream to develop and practice elements of instructional planning. All candidates are prepared in the knowledge and skills as prescribed in the Texas Education Agency/State Board of Educator Certification document: "Technology Requirements for Beginning Teachers."

An increasing amount of instruction is now becoming available on line or web blended. These choices for candidates can be positive. The expectations are that all candidates use technology in academic pursuits.

All members of the campus community rely on electronic communications and data submission. Academic progress is available to candidates and to faculty advisors electronically.

All admission/application forms for Educator Preparation are accessed and completed on line. Candidates are notified instantaneously when an application has been approved.

The technology of TaskStream allows candidates to plan and develop instruction, to share resources, to receive feedback, and to showcase progress. Clinical practice is also evaluated using rubrics and evaluation tools available on TaskStream.

Real and relevant technology experiences are a part of most course experiences. A variety of representations are expected. The overall intent is that technology affects student learning in a positive manner.

## Section VI. Teacher Training

Does your program prepare **general education** teachers to:

- teach students with disabilities effectively  
Yes
- participate as a member of individualized education program teams  
Yes
- teach students who are limited English proficient effectively  
Yes

Provide a description of how your program prepares **general education** teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

All educator preparation candidates complete coursework and experiences specifically directed to the knowledge and skills and dispositions necessary to teach learners with special needs and exceptionalities in any classroom. Elementary level candidates complete a semester-long course, entitled, A Survey of Exceptionalities. Included in this course is a minimum of 10-clock hours of field observations in classrooms with special needs students. Secondary level candidates complete coursework, experiences and observations in consort with their "4 Core" pedagogy courses prior to student teaching. All initial certification candidates have direct and applied experiences with special needs students as a part of their supervised clinical teaching.

In both levels, content related to characteristics of students with disabilities and defining conditions are presented within legal requirements and mandates as well as within practical planning and decision-making for instruction and achievement. Candidates are introduced to individualized education program teams and their roles as classroom teachers in contributing to the development of educational plans for identified students.

Candidates are also introduced to knowledge, skills, and dispositions related to teaching students who are Limited English Proficient (LEP). This unique learning need of many students in this part of the United States is again met with specific required coursework, Linguistically Diverse Learners, for knowledge and skills, and field experiences for dispositions and applications unique to the needs of LEP students.



Often, pre-service candidates and in-service teachers return for additional course experiences to augment their initial preparation related to teaching students with disabilities.

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Does your program prepare **special education** teachers to:

- teach students with disabilities effectively  
Yes
- participate as a member of individualized education program teams  
Yes
- teach students who are limited English proficient effectively  
Yes

Provide a description of how your program prepares **special education** teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Candidates preparing to be special education teachers are prepared to be elementary teachers and all-level special education teachers. These individuals take a specific 18 SCH sequence of courses in addition to student teaching in a special education classroom along with preparation to be a classroom teacher. There are 6 SCH of special education practicum experiences prior to student teaching where the candidates experience all aspects of working with special students including ARDS and ESL students. These candidates also take a course that focuses on the learning needs of ESL students: Linguistically Diverse Learners.

The progression of courses and experiences in Special Education fully prepares the candidate to participate in the individualized education program (IEP) preparation process. It also prepares the candidate to work with regular education teachers in implementing the IEP and other recommendations of the ARD committee.

Candidates can also minor in special education at the middle and secondary level. This preparation focuses on the highly qualified standards for secondary school special education teachers.

Often, in-service teachers return for additional specialization at the graduate level in Special Education or Educational Diagnostics.

## Section VII. Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

What is unique about the Angelo State University Educator Preparation Program (EPP)?

Candidates and other college students choose Angelo State for its vision, mission, academic programs, history, traditions, and dedication to success:

- The ASU educator candidate population reflects the demographics of West Texas and beyond. Substantial numbers of candidates represent first generation college students, non-native English speakers, diversity in heritage and culture, economic status, and geography.
- Teacher Education Faculty, and other contributing university faculty combined, have completed hundreds of years of teaching, professional research, scholarly accomplishments, and service to the university, public schools, and the community at large.
- The Educator Preparation Program is large enough to be comprehensive in its preparation of teachers and other school personnel. It is small enough to reflect personal commitment on the part of the faculty to nurture and support the development of candidates. Approximately 30 percent of ASU graduates are Educator Preparation Program completers. This percentage climbs to 47 percent at the graduate level.
- The Robert G. and Nona K. Carr Foundation is one of the largest private endowments for scholarship assistance for a university the size of Angelo State. Carr scholarships are awarded annually to one in every six ASU students, many of whom are in the Educator Preparation Program.
- Candidates who successfully complete the Educator Preparation Program are sought after by school districts for employment. They are highly qualified and well prepared to be effective teachers or other school professionals when they complete the Educator Preparation Program.

Angelo State University is a senior, public, regional 4-year comprehensive educational institution meeting the local and far-reaching needs of learners. Angelo State is a member of the Texas Tech University System. It is located in the city of San Angelo (population 100,000) near the exact geographic center of the state of Texas. Some would say the city is the true heart of Texas; others describe the community as located in west central Texas.

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## **Supporting Files**

Angelo State University  
Traditional Program  
2009-10

# Title II / Higher Education Act Report 2009-2010

Angelo State University  
Alternative, IHE-based Program  
2009-10

## Program Information

Name of Institution: Angelo State University  
Institution/Program Type: Alternative, IHE-based  
Academic Year: 2009-10  
State: Texas

Address: ASU Station #10914  
San Angelo, TX, 76909

Contact Name: Dr. John Miazga  
Phone: 325-942-2212  
Email: [jmiazga@angelo.edu](mailto:jmiazga@angelo.edu)

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: Yes

TQE partnership name or grant number, if applicable: Through the Texas Higher Education Coordinating Board- #464 and #483

## Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	No	No
Transcript	Yes	Yes

Fingerprint check	No	No
Background check	No	No
Experience in a classroom or working with children	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	No
Minimum ACT score	Yes	Yes
Minimum SAT score	Yes	Yes
Minimum GRE score	Yes	Yes
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Minimum Miller Analogies test score	No	No
Recommendation(s)	Yes	No
Essay or personal statement	Yes	Yes
Interview	No	No
Resume	No	No
Beachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test (e.g.,Myers-Briggs Assessment)	No	No
Other (specify: Proficiency demonstrated coursework)	Yes	No

Provide a link to your website where additional information about admissions requirements can be found:  
<http://www.angelo.edu/dept/ceducation/pbcert.html>

Indicate when students are formally admitted into your initial teacher certification program:  
 Postgraduate

Does your initial teacher certification program conditionally admit students? No

Please provide any additional about or exceptions to the admissions information provided above:

## Section I.b Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one

or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2009-10:	92
Unduplicated number of males enrolled in 2009-10:	24
Unduplicated number of females enrolled in 2008-09:	68

<b>2009-10</b>	<b>Number enrolled</b>
<i>Ethnicity</i>	
Hispanic/Latino of any race:	15
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	3
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	0
White:	73
Two or more races:	0

## Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2008-09.

Average number of clock hours required prior to student teaching	30
Average number of clock hours required for student teaching	550
Number of full-time equivalent faculty in supervised clinical experience during this academic year	0
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	1
Number of students in supervised clinical experience during this academic year	9

Please provide any additional information about or descriptions of the supervised clinical experiences:

## Section I.d Teacher Prepared

Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10.  
(§205(b)(1)(H))

Academic Major	Number Prepared
Curriculum & Instruction Graduate Level	16
Post-Bac Undergraduate Level	10
Total	26

Subject Area	Number Prepared
Chemistry	1
English Language Arts & Reading 8-12	3
Generalist 4-8	8
Generalist EC-4	1
Generalist EC-6	1
History 8-12	1
Math 4-8	1
Physical Education EC-12	2
Science 4-8	1
Social Studies 8-12	2
Spanish 6-12	2
Special Education Supplement	1
Speech 6-12	5
Total	29

## Section I.e Program Completers

Provide the total number of initial teacher certification preparation program completers in each of the following academic years:

2009-10: 26

2008-09: 17

2007-08: 12

## Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

<b>Teacher shortage area</b>	<b>Goal for increasing prospective teachers trained</b>
Mathematics	Academic year: 2010-11  Goal: 10% Increase  Goal met? Yes  Description of strategies used to achieve goal:  Dual credit summer program for high achieving mathematics students  Open House by Mathematics Department featuring teacher certification  Mathematics club feature teaching as a profession  Future teachers club feature mathematics teaching as a profession in an open forum  Promote teaching during university orientation course.  Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
Science	Academic year: 2010-11  Goal: 10% Increase  Goal met? Yes



	<p>Description of strategies used to achieve goal:</p> <p>Future Teachers' Club featuring science educators' presentation</p> <p>Physics club featuring science educator</p> <p>Promote science teaching at public school science fairs</p> <p>Promote science teaching at science days.</p> <p>Promote teaching during university orientation course.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Special education	<p>Academic year: 2010-11</p> <p>Goal: 10% Increase</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Promote teaching during university orientation course.</p> <p>Use special education ambassadors at recruitment fairs</p> <p>Use special education ambassadors at orientation to recruit</p> <p>Promote open meetings of the Council for Exceptional Children meetings</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Instruction of limited English proficient students	<p>Academic year: 2011-12</p> <p>Goal: 50% program infusion</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Analyze curriculum for LEP standard's infusion.</p> <p>Identify critical courses for LEP curriculum infusion.</p> <p>Enhance practice through strategic fieldwork.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

N/A	Academic year: 2010-11  Goal: N/A  Goal met?  Description of strategies used to achieve goal:  Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
-----	--

Provide any additional comments, exceptions and explanations below:

## Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

Yes

General education teachers receive training in providing instruction to children with disabilities.

Yes

General education teachers receive training in providing instruction to limited English proficient students.

Yes

General education teachers receive training in providing instruction to children from low-income families.

Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

Educator Preparation at ASU is a wholly standards-based program. First and foremost, all programs are developed from state standards and approved by the Texas Education Agency (TEA). The degrees are approved by the Texas Higher Education Coordinating Board (THECB). Additionally, many of ASU's Educator Preparation program areas also ascribe to and meet standards from national professional associations. All preparation programs infuse the expectations from Texas public school standards as well as the Texas Essential Knowledge and Skills framework (TEKS) and the Texas Assessment of Knowledge and Skills (TAKS) measures of achievement and accountability. All program experiences, coursework, assignments, and field experiences, are aligned with standards and expectations, proficiencies, and

outcomes delineated for all teacher certification areas. In this regard, the entire preparation program is held accountable.

The development of teacher candidates in the Educator Preparation Program (EPP) is progressive and cumulative. Candidates are assessed at numerous key points in their academic and pedagogical programs. The final application and reflection experience, supervised student teaching is evaluated over a fourteen-week experience in diverse school settings with diverse learners. To evaluate clinical teaching, ASU has adopted the Texas Beginning Educator Support System (TxBESS), a framework for preparation of educators, evaluation of teachers' knowledge and skills, and support for emerging professionals. The components of the TxBESS framework focus first on the learner and the school community. Educator candidates gather descriptive and demographic information about their learners and schools. Then they apply this information when incorporating standards and expectations for instruction and assessment of learners. Planning, analysis, and reflection are evident in every aspect of the candidate teacher's emerging competence. Observation and evaluation by a highly qualified classroom teacher and supervision by university personnel occurs formally in four benchmark conference sessions where strengths and areas for improvement are discussed with the candidate and where the candidate demonstrates his or her effect on student learning.

ASU's Educator Preparation Program is a learner-centered model rather than a traditional teacher development model. Candidates analyze the effects and impact of their instructional plans and decisions and make new plans reflective of student achievement and needs.

Candidates in the EPP have specific course content and experiences in the areas of Special Education. At the elementary preparation level, all candidates are required to complete a semester course in exceptionalities. Then, experiences with special needs students are infused into other program courses and field settings. At the secondary preparation level candidates also complete content and experiences focused on exceptional learners. Some candidates choose to add All-level Special Education certification to their preparation programs. These candidates have multiple experiences and specialization in teaching learners with special needs.

In response to the diversity of its population, the state of Texas has developed standards and proficiencies related to teaching Limited English Proficiency (LEP) learners. All candidates in approved elementary and middle level certification programs must complete coursework and experiences addressing the needs of linguistically diverse learners. The EPP at ASU has developed a specific required course, entitled Linguistically Diverse Learners, and has appropriately included culturally and linguistically responsive teaching strategies in all of the pedagogy courses. The combination of specific content and infused practice supports a candidate's competence in this vital area.

Linguistic diversity is only one area of focus in the EPP's embracing of diversity experiences for its candidates. Early in every preparation program diversity sensitivities, cultural responsiveness, and differentiated instruction are introduced, then practiced, and applied. These are coupled with dispositions and beliefs sensitive to the backgrounds, heritage, and needs of diverse learners. There is not, however, a compartmentalized "diversity training session." Rather, the attitudes and practices of embracing diverse learners and their needs are infused in programs. The result is that educator graduates from Angelo State University are prepared to teach and live in West Texas and beyond with the belief that all children can learn.

In a commitment to excellence and a response to high-quality ideals, Angelo State has made application and completed an exhaustive self-study to become accredited by the National Council for the Accreditation of Teacher Education. Meeting national standards of excellence in the preparation of educators becomes yet another measure of the dedication of the faculty, staff, and students of this institution. Becoming nationally accredited absolutely supports the mission of the university and the educator preparation program.

### Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking test	Avg. scaled score	Number passing test	Pass rate (%)	State Average pass rate (%)	State Average scaled score
TEX160 -Pedagogy and Prof Resp EC-12 Educational Testing Service (ETS) All program completers, 2009-10	1				98	269

### Section III. Summary Rates

Academic Year	Number taking tests	Number passing tests	Pass Rate (%)	Statewide average pass rate (%)
All program completers, 2009-10	1			95

### Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State, NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

### Section V. Technology

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction  
Yes
- use technology effectively to collect data to improve teaching and learning  
Yes
- use technology effectively to manage data to improve teaching and learning  
Yes
- use technology effectively to analyze data to improve teaching and learning  
Yes

Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Angelo State University has an institutional skills requirement in the area of technology literacy. The Educator Preparation Program identifies specific competencies and applications suitable for teacher education. Additionally, almost every academic experience utilizes the components of Blackboard as the portal for instruction and technology. In Educator Preparation, this is an expectation in all arenas.

During the first courses in professional education, candidates are introduced to TaskStream, an online platform and repository for cumulative professional experiences in education. Early on, candidates use components of TaskStream to develop and practice elements of instructional planning. All candidates are prepared in the knowledge and skills as prescribed in the Texas Education Agency/State Board of Educator Certification document: "Technology Requirements for Beginning Teachers."

An increasing amount of instruction is now becoming available on line or web blended. These choices for candidates can be positive. The expectations are that all candidates use technology in academic pursuits.

All members of the campus community rely on electronic communications and data submission. Academic progress is available to candidates and to faculty advisors electronically.

All admission/application forms for Educator Preparation are accessed and completed on line. Candidates are notified instantaneously when an application has been approved.

The technology of TaskStream allows candidates to plan and develop instruction, to share resources, to receive feedback, and to showcase progress. Clinical practice is also evaluated using rubrics and evaluation tools available on TaskStream.

Real and relevant technology experiences are a part of most course experiences. A variety of representations are expected. The overall intent is that technology affects student learning in a positive manner.

## Section VI. Teacher Training

Does your program prepare **general education** teachers to:

- teach students with disabilities effectively  
Yes
- participate as a member of individualized education program teams  
Yes

- teach students who are limited English proficient effectively  
Yes

Provide a description of how your program prepares **general education** teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

All educator preparation candidates complete coursework and experiences specifically directed to the knowledge and skills and dispositions necessary to teach learners with special needs and exceptionalities in any classroom. Elementary level candidates complete a semester-long course, entitled, A Survey of Exceptionalities. Included in this course is a minimum of 10-clock hours of field observations in classrooms with special needs students. Secondary level candidates complete coursework, experiences and observations in consort with their "4 Core" pedagogy courses prior to student teaching. All initial certification candidates have direct and applied experiences with special needs students as a part of their supervised clinical teaching.

In both levels, content related to characteristics of students with disabilities and defining conditions are presented within legal requirements and mandates as well as within practical planning and decision-making for instruction and achievement. Candidates are introduced to individualized education program teams and their roles as classroom teachers in contributing to the development of educational plans for identified students.

Candidates are also introduced to knowledge, skills, and dispositions related to teaching students who are Limited English Proficient (LEP). This unique learning need of many students in this part of the United States is again met with specific required coursework, Linguistically Diverse Learners, for knowledge and skills, and field experiences for dispositions and applications unique to the needs of LEP students.

Often, pre-service candidates and in-service teachers return for additional course experiences to augment their initial preparation related to teaching students with disabilities.

Does your program prepare **special education** teachers to:

- teach students with disabilities effectively  
Yes
- participate as a member of individualized education program teams  
Yes
- teach students who are limited English proficient effectively  
Yes

Provide a description of how your program prepares **special education** teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Candidates preparing to be special education teachers are prepared to be elementary teachers and all-level special education teachers. These individuals take a specific 18 SCH sequence of courses in addition to student teaching in a special education classroom along with preparation to be a classroom teacher. There are 6 SCH of special education practicum experiences prior to student teaching where the candidates

experience all aspects of working with special students including ARDS and ESL students. These candidates also take a course that focuses on the learning needs of ESL students: Linguistically Diverse Learners.

The progression of courses and experiences in Special Education fully prepares the candidate to participate in the individualized education program (IEP) preparation process. It also prepares the candidate to work with regular education teachers in implementing the IEP and other recommendations of the ARD committee.

Candidates can also minor in special education at the middle and secondary level. This preparation focuses on the highly qualified standards for secondary school special education teachers.

Often, in-service teachers return for additional specialization at the graduate level in Special Education or Educational Diagnostics.

## **Section VII. Contextual Information**

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

What is unique about the Angelo State University Educator Preparation Program (EPP)?

Candidates and other college students choose Angelo State for its vision, mission, academic programs, history, traditions, and dedication to success:

- The ASU educator candidate population reflects the demographics of West Texas and beyond. Substantial numbers of candidates represent first generation college students, non-native English speakers, diversity in heritage and culture, economic status, and geography.
- Teacher Education Faculty, and other contributing university faculty combined, have completed hundreds of years of teaching, professional research, scholarly accomplishments, and service to the university, public schools, and the community at large.
- The Educator Preparation Program is large enough to be comprehensive in its preparation of teachers and other school personnel. It is small enough to reflect personal commitment on the part of the faculty to nurture and support the development of candidates. Approximately 30 percent of ASU graduates are Educator Preparation Program completers. This percentage climbs to 47 percent at the graduate level.
- The Robert G. and Nona K. Carr Foundation is one of the largest private endowments for scholarship assistance for a university the size of Angelo State. Carr scholarships are awarded annually to one in every six ASU students, many of whom are in the Educator Preparation Program.
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2009-10